Objective: Students will be able to:

- Research and describe the physical characteristics of various ballparks.
- Identify the architectural and engineering features of various ballparks.
- Create a "tour" of a specific ballpark using PowerPoint and share the tour with others in the classroom.
- Integrate their knowledge of the five themes of geography

Time Required: 1 - 2 class periods

Materials Needed:
- Internet access for student research
- Printed copies of the "Ballpark Profile" graphic organizer for each student (included)
Applicable Common Core State Standards:

**CCSS.ELA-Literacy.W.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**CCSS.ELA-Literacy.W.9-10.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**CCSS.ELA-Literacy.W.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**CCSS.ELA-Literacy.W.9-10.9, W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-Literacy.W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**CCSS.ELA-Literacy.W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**CCSS.ELA-Literacy.W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**CCSS.ELA-Literacy.SL.9-10.1, SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-appropriate topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Applicable Common Core State Standards (Continued):

**CCSS.ELA-Literacy.SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**CCSS.ELA-Literacy.SL.9-10.5, SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**CCSS.ELA-Literacy.SL.9-10.6, SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**CCSS.ELA-Literacy.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Additional Relevant National Learning Standards:
(Based on Mid-continent Research for Education and Learning)

**Geography. Standard 1.** Understands the characteristics and uses of maps, globes, and other geographic tools and technologies

**Geography. Standard 2.** Knows the location of places, geographic features, and patterns of the environment

**Geography. Standard 4.** Understands the physical and human characteristics of place

**Geography. Standard 12.** Understands the patterns of human settlement and their causes.

**Historical Understanding. Standard 1.** Understands and knows how to analyze chronological relationships and patterns

**Historical Understanding. Standard 2.** Understands the historical perspective
1. Introduce the lesson by asking students, "What are some of the sights and sounds you would see and hear at any baseball stadium in the United States?"

2. Discuss that every ballpark contains a unique mix of sights, sounds, and stories. Over time, ballparks have been built out of wood, brick, concrete, and steel, but the ballpark's function has always remained the same – ballparks house ballgames. Fans love their ballparks, particularly the quirks and oddities that give each its own personality.

3. Discuss that ballpark location and architectural design have evolved throughout the twentieth and twenty-first centuries. Explain that students will be "visiting" various ballparks from different time periods in order to determine how ballparks have changed over time.

4. Divide students into pairs or into small groups. Ask each pair or group to choose one baseball park from the following list:
   - Candlestick Park, San Francisco
   - Dodger Stadium, Los Angeles
   - Fenway Park, Boston
   - Forbes Field, Pittsburgh
   - Great American Ball Park, Cincinnati
   - Memorial Stadium, Baltimore
   - Rogers Center, Toronto
   - Target Field, Minneapolis
   - Tiger Stadium, Detroit
   - Veterans Stadium, Philadelphia
   - Wrigley Field, Chicago

5. Have student pairs or groups go to [http://www.ballparksofbaseball.com/](http://www.ballparksofbaseball.com/) to locate the ballpark they have chosen to explore. Provide time for them to research information on the park and to complete the "Ballpark Profile" graphic organizer (included).

6. If necessary, students may use other Internet and print sources to find information about their ballparks.
7. When the research is complete, have students create PowerPoint presentations about their ballparks. The presentations must include at least one map showing the location of the ballpark.

8. Before students present, create a basic time line on the board. Have each pair or group write the name of their ballpark on the time line based on when their ballpark was constructed.

9. Students should present their ballpark projects to their classmates in chronological order.

10. When the presentations are complete, facilitate a classroom discussion about the ballparks. How have ballparks changed over time?

11. Students should recognize that the first ballparks were made of wood and located in the middle of urban areas. As technology advanced, wooden stands gave way to safer and more permanent concrete and steel parks. By the 1960s, owners wanted huge super-stadiums that could be used for multiple sports. Today, most ballparks have returned to a more class architectural style, and many also include special features that reflect regional culture.

**Conclusion:**

To conclude this lesson and check for understanding, have students complete a journal entry on the activity. Students should respond to the following questions:

- In what ways have ballparks remained the same?
- In what ways have ballparks changed?
- What is the role of nostalgia in modern stadium architecture?
Names: _________________________

**Ballpark Profile**

Park Name _________________

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